

CO-OPERATIVE FEDERATION OF VICTORIA LTD

BOARD MEETING - 20 JUNE, 1995

AGENDA ITEM 8.1

CO-OPERATIVE EDUCATION IN SCHOOLS

BACKGROUND

The Board has asked the secretary to prepare a proposal for increasing the knowledge of co-operative principles and practice in Victoria's education system. This paper primarily focuses on the school education (primary/secondary colleges) and the vocational education and training components (TAFE, private providers) of the State education industry. The university sector has not been considered in this paper, except for the Faculty of Agriculture, Forestry and Horticulture of the University of Melbourne.

The paper firstly outlines the Victorian education industry. The structure of the School Education and Vocational Education and Training components of the industry is then summarised and recent developments discussed. Finally, a proposal to be implemented in 3 phases is recommended.

THE STATE EDUCATION INDUSTRY

The Victorian Department of Education was established in October 1992 with portfolio responsibilities shared between the Minister for Education (The Hon. Phil Gude, MLA) and the Minister for Tertiary Education and Training (Mr. Phil Honeywood, MLA).

The key role of the Department is to provide government with integrated policy and planning advice for the delivery of education and training programs in Victoria and coordinate its implementation. The Department provides managerial and professional services to the Ministers for Education and Tertiary Education and Training. The Department is also responsible for allocation of public resources for education and training provision in accordance with government policy and relevant legislation.

School Education Portfolio

The portfolio of the Minister for Education incorporates primary and secondary education. The Directorate of School Education is the major administrative entity through which delivery of primary and secondary education to students in Victorian government schools is undertaken. Schooling in Victoria is further supported by the Board of Studies (BOS), and other related bodies.

Tertiary Education and Training Portfolio

The portfolio of the Minister for Tertiary Education and Training incorporates vocational education and training; adult, community and further education programs, as well as higher education. The State Training Board (STB) and the Adult, Community and Further Education Board (ACFEB) advise the Minister on training and further education policy and provision. OFTE is the major administrative office supporting the STB and ACFEB, linking training and further education policy to service delivery through TAFE colleges, private providers and community based provider networks.

SCHOOL EDUCATION

The Board of Studies is the main body that develops guidelines and procedures for the development, accreditation and evaluation of courses in primary and secondary colleges, and is directly responsible to the Minister for Education. Among its activities, the Board ensures continuity and consistency of standards, study content and skill development in Years Prep -12.

Recent Developments

In 1995 the Board implemented a Curriculum and Standards Framework (CSF) for schools. It has links to national standards and provides a comprehensive basis for development of curriculum in schools from Prep to Year 10. The CSF provides frameworks for the eight 'key learning areas' agreed to by all Australian States and Territories. Each key learning area has several strands and each strand has seven levels. The CSF provides teachers with curriculum focus statements indicating what should be taught. The Board has produced a series of booklets for teachers covering the CSF, including separate booklets on each of the eight key learning areas.

The Victorian Commercial Teachers Association is one agency that develops course material for secondary colleges. Their National Curriculum Services Division has acted as educational consultant to a range of industry associations, government departments and corporations on a contract basis.

The opportunity exists for the Federation to prepare materials for inclusion in current curriculum and/or to develop an elective on co-operatives consistent with specific learning outcomes.

VOCATIONAL EDUCATION AND TRAINING

State Training System

The State Training System (STS) encompasses all the public organisations which are involved in vocational education and training in Victoria, as well as registered private providers of training. The key components of the STS are the Office of Training and Further Education (OFTE), State Training Board, TAFE colleges, private providers, Industry Training Boards (ITBs) and accreditation bodies.

National Context

In 1993 the Australian National Training Authority ANTA National Agreement between Commonwealth, state and territory governments established the National Vocational Education and Training (VET) System. Under this agreement, a Ministerial Council comprising VET Ministers of all governments, agrees on national VET policy and funding priorities. The ANTA Board advises the Ministerial Council and allocates training funds to state training agencies according to the Ministerial Council priorities.

The *Vocational Education and Training (Amendment) Act 1994* enables Victoria to carry out its responsibilities and designate the State Training Board as Victoria's training agency for the purposes of the ANTA National Agreement.

State Training Board

The State Training Board's primary role is to provide expert advice to Government on vocational education and training. The main functions of the Board are to:

- advise the Minister on issues relating to vocational education and training in Victoria, including curriculum and expenditure of funds;
- allocate TAFE funding, subject to Ministerial direction, and negotiate performance and funding agreements with VET providers and Industry Training Boards;
- develop and implement, in collaboration with the adult, community and Further Education Board (ACFEB), an adult, community and further education plan;
- accredit courses to ensure appropriate quality;
- recognise and regulate training providers for the public and private sectors and for domestic and overseas students; and
- perform the functions of the Victorian State Training Agency for the purposes of the Australian National Training Authority.

Providers

TAFE College Network

As of 30 June 1995 the Victorian TAFE College Network was comprised of 23 TAFE Colleges, four universities with TAFE sectors and one specialist college, the Army College of TAFE. All colleges are funded by the State Government to provide vocational education and training and further education. Under the *Vocational Education and Training Act 1990*, institutions with the TAFE college network are self-governing. Thus, each of Victoria's TAFE colleges has distinct characteristics which reflect its industry base, its size, its region and the nature of the courses it offers.

Registered Private Providers

As of 30 June 1995, there were 450 private providers of training registered with the State Training Board. Through the registration of private providers, accredited training has been made available in many more places than previously, including community providers, commercial business colleges, secondary colleges, and the workplace. High quality training offered in enterprises and industries can now be formally recognised at State and national levels.

Advisory Bodies

Vocational Education and Training Accreditation Board

VETABs responsibilities include developing accreditation policy, monitoring and coordinating the of Industry Training Accreditation Boards.

Industry Training Accreditation Boards

Under delegation from the Board, ITABs examine and consider courses for accreditation and recognise training programs across specific industry areas. They also advise the Board on accreditation issues relevant to specific industries. Their core membership includes representatives of employer and employee organisations and from sectors of education. Further industry representatives are nominated by relevant Industry Training Boards.

Curriculum Board

The Curriculum Board is responsible for the provision of high-quality vocational education and training curriculum responsive to both the needs of industry and the social aspirations of individual Victorians.

Industry Training Boards

Nineteen ITB's, representing broad industry groupings, provide planning advice on industry sector training requirements. ITBs cover agriculture and horticulture, business services, forest industries, health, social and community services, wholesale, retail and personal services and other industries. They also promote training within their industry sectors, contribute to the accreditation process through their representation on Industry Training Accreditation Board's, and to provide advice Curriculum Maintenance Managers

Curriculum Maintenance Managers

Seven colleges have been appointed as Curriculum Maintenance Managers. These colleges provide important sources of advice on accredited curriculum for their industry sectors, particularly through their clearing house activities.

Recent developments

Over recent years, the focus of the vocational education industry has been to deliver education and training programs that are flexible and able to meet the needs of industry. Courses are increasingly being made up of specific modules, focusing on a topic or related subjects. For example, the Rural Business Management Course run by TAFE contains 95 modules.

A project being undertaken by the Business Services Industry Training Board is the development of a module bank that aims to provide a resource to schools and other agencies wishing to put together a specific training program. The opportunity exists for the Federation to develop a specific module on co-operatives for inclusion in the module bank.

UNIVERSITY OF MELBOURNE

The Faculty of Agriculture, Forestry and Horticulture is Australia's largest institution devoted to the study of agriculture, forestry, resource management, horticulture, dairy technology and related fields. Formed in 1995, the new Faculty brings together the Victorian College of Agriculture and Horticulture (VCAH) and the University of Melbourne's Faculty of Agriculture and Forestry to form an all-in-one faculty. From its campuses, located in Melbourne and across rural Victoria, the Faculty offers TAFE and higher education courses at graduate and undergraduate level.

PROPOSAL

The Federation can increase the knowledge of co-operatives in the education system in 3 ways; influence training advisory boards, provide materials for use in existing course modules and/or modify existing modules, and develop a specific module on co-operatives.

In the first instance, the Board should focus on developing a role for the Federation in the education industry and assessing existing course material and training modules. Depending on the resources required, the Federation could develop a module on co-operatives that could be marketed to schools and colleges.

It is proposed to undertake the project in 3 phases.

Phase 1.

- Introduce the Federation, the co-operative industry and the project to the key relevant players in the education industry.
- Establish an advisory role for the Federation with relevant industry training boards and other relevant agencies.
- Identify those education and training modules that could or should include co-operative material.
- Assess the relevance of co-operative material, if any, in existing modules.
- Identify curriculum requirements needed to improve co-operative content in existing courses.
- Investigate the best method of preparing course material and introducing such material into existing courses.
- Prepare a report on phase 1 and recommendations and a budget for phase 2.

Cost: \$1,500

Phase 2.

Preparation of appropriate course materials for inclusion in school curriculum.

Other tasks identified in phase 1.

Phase 3.

Development of a specific module on co-operatives

This phase should be considered if resources permit.